



south dakota
DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

Consolidated Application

Narrative Questions

2008-2009

Consolidated Application 2008-2009

* Note: Changes to questions and help text are indicated in red. *

General Narrative	2
Needs Assessment	5
Title I Part A.....	9
Title I Part A (Schoolwide)	17
Title I Part A (Targeted Assisted)	24
Title I Part A (Targeted Assisted - Private).....	30
Title I Part C (Migrant)	33
Title I Part D (Neglected and Delinquent)	42
Title I Part D (Delinquent Programs)	42
Title I Part D, (Neglected Programs)	47
Title II Part A (Improving Teacher Quality).....	50
Title II Part D ((Enhancing Education Through Technology)	52
Title III (LEP and Immigrant).....	53
Title III (Needs Assessment).....	58
Title IV (Safe and Drug Free)	61
Title V (Innovative Programs)	63
REAP.....	67

General Narrative

1. What are the District's Mission, Vision and/or Beliefs?

(Information concerning how to develop a vision is located in our library section.)

2. How will the district prepare and disseminate the annual District and school assessment report to all stake holders in the district? **[Section 1111(h)(2) of ESEA]**

Your answer must include the following:

- *A statement that the report includes information about the district;*
- *A statement that the report includes information about each school and list the schools;*
- *A statement that the report will include information about all the students taking the test, including disaggregated information for all applicable subgroups:*
 - o *1)all student,*
 - o *2)ethnicity,*

- 3)students with disabilities,
- 4)Limited English Proficiency,
- 5)economically disadvantaged,
- 6)gender,
- 7) Migrant.

Should a subgroup not need to be reported by your district, indicate so in your answer;

- *A statement about how this report will be disseminated such as mailed out to all stakeholders, presented at the board meeting, reported in the local paper, placed on the district website, placed in the community center, etc.;*
- *(Assessment Report and Sample Report Template)*

3. How will the district prepare and disseminate the annual district and school accountability report to all stakeholders in the district? *[Section 1111(h)(2)(B-C) of ESEA]*

Your answer must include the following:

- *A statement that the report includes information about the district;*
- *A statement that the report includes information about each school and list the schools;*
- *A statement that the report will include information about all students, including disaggregated information for all applicable subgroups: 1) all student, 2) ethnicity, 3) students with disabilities, 4) Limited English Proficiency, 5) economically disadvantaged, 6) gender, 7) migrant. Should a subgroup not need to be reported by your district, indicate so in your answer;*
- *The report must also include: 1) participation rate, 2) graduation rate, 3) attendance, 4) percentage of classes not taught by Highly Qualified Teachers, 5) percentage of classes not taught by Highly Qualified Teachers Disaggregated by Poverty Quartile (Highest Quartile of Poverty Schools vs Lowest Quartile of Poverty Schools) 6) AYP Status for the district, each school and all applicable student groups, 7) and District and school improvement information. Address each item in your answer;*
- *A statement about how this report will be disseminated such as mailed out to all stakeholders, presented at the board meeting, reported in the local paper, placed on the district website, placed in the community center, etc.;*
- *(These reports are provided by the Department of Education as the NCLB Report Cards and should be disseminated early fall. A link to the information can be found in the Library under Accountability Information. A sample reporting template is also available.)*
- *About how this report will be disseminated (e.g. mailed out to all stakeholders, presented at the board meeting, reported in the local paper, placed on the district website, placed in the community center, etc.);*
- *NCLB Report Cards should be disseminated early fall. Sample Report Template*

4. Describe the District's process for providing the individual student assessment reports to parents. [Section 1111(h)(6)(B)(i) of ESEA]

You must include in your answer information about:

- *DSTEP Report, Dakota STEP – A, & DELP (Dakota English Language Proficiency)*
- *Achievement Levels*
- *Achievement Descriptors*
- *Scaled Score*
- *Cut Score range*
- *The timeframe and process for distribution*

5. How is the district working to address No Child Left Behind Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning?

Your answer must include:

- *A list of the efforts that your district has taken to insure that the physical environment and school routines have been structured in such a way as to promote good behavior.*
- *Efforts made to prevent drug and alcohol use and risk behaviors.*

6. Describe the steps your district will take to ensure equitable access to, and participation in, your federally assisted programs for students, teachers, and other program beneficiaries with special needs. [GEPA]

Your answer must include the following:

- *A statement about how your district is ensuring that the federally identified six barriers (gender, race, national origin, color, disability, or age) and any other barriers are addressed. List the six barriers in your answer;*
- *The statement must address students, teachers and other program beneficiaries with special needs. (Refer to "Notice to All Applicants", GEPA 427 found in the Library at the top of the web page.)*

7. Each district must have a policy allowing students, parents and stake holders to make complaints about the implementation of federal programs. Briefly describe the district's complaint policy and specify how this policy is disseminated to parents, students, and stakeholders. [General Provisions Regulations at 34CFR Sections 299.10-299.12 - Section 723 of ESEA]

Sample Policy

Your answer must include the following:

- *State that the policy addresses complaints about the implementation of federal programs;*
- *A description of the policy; and*
- *An explanation of how this policy and any accompanying form is disseminated to students, parents*

and stakeholders.

- Each district must also have a policy in place that can be used as a dispute policy where parents of students experiencing homelessness may dispute an action or policy of the school district. This requirement pertaining to homeless issues is a requirement of all districts whether or not the district has ever identified a student who would qualify as homeless under the McKinney-Vento Act reauthorized with NCLB in 2001. The district may combine both requirements into one policy. Sample policy

8.1. If there are private accredited schools in your district, describe how timely and meaningful consultation was provided with the appropriate private school officials. [Section 1120(b) of ESEA and Section 200.63 of Federal Regulations]

Your answer must include the following:

- *What form of contact was made;*
- *State the number of meetings that were held with private school officials;*
- *Who was in attendance;*
- *If all involved parties were represented;*
- *In which Title Programs the private school has chosen to participate (Title I-Part A, Title I-Part C, Title II-Part A, Title II-Part D, Title III-Part A, Title IV-Part A, Title V), list;*
- *Indicate that the non-public Affirmation of Consultation and Verification of Private School Participation forms are signed and on file. (The form can be found in the Library at the top of this web page and in the How To in the left hand column.)*

No private schools in our district

Other, describe how timely and meaningful consultation was provided.

8.2. The signed Affirmation of Consultation and Verification of Private School Participation forms for EACH private school has been completed and submitted. [Section 1120(b) of ESEA and Section 200.63 of Federal Regulations]

[Affirmation of Consultation and Verification of Private School Participation](#)

Yes.

Other, explain.

Needs Assessment

1. List the members and positions of the consolidated application planning committee. [Section 1112(d)(1) of ESEA]

Your answer must include the following:

- *A list of the names of the members of the committee. The committee must include administrators, special education staff, Title I staff, other Title program directors, K-12 teachers, parents, and community or board members;*
- *At least one teacher, administrator & parent per grade span must be included.*
- *The position within the district that each person is representing;*

2. Describe how staff, parents, and community members were involved in the design of this consolidated application.

Your answer must include the following:

- *A description of how broad based input beyond the consolidated application committee was gathered. Write about formal and informal meetings, surveys, email, and telephone calls;*
- *Describe how the district documents this involvement.*

3. Check which specific data sources were analyzed as part of the LEA (district) comprehensive needs assessment:

Student Achievement Data

DakotaSTEP Standards Based Reports

LEA (District) Assessments

Classroom assessment results

Other (check the other box at the bottom to specify additional information)

LEP (Limited English Proficiency) test of identification (LAS or IPT)

Annual test of Progress for English Acquisition (DELP)

Review of annual district and school report cards

Assessment Reports

Accountability Reports

Surveys (Please check which survey(s) was/were completed)

Search "Attitudes and Behaviors" Survey

American Drug Standard Survey

SD Youth Risk Behavior Survey (general data)

Staff

Parents

Community/Business

Other (check the other box at the bottom to specify additional information)

Migrant Program Data

Migrant Certificate of Eligibility
 Priority for Services Documentation
 Migrant Education Program Evaluation Report
 Migrant Education Program Allocation worksheet
 Migrant Summer Program Evaluation Report
 North Central Review
 Technology Audit
 Safe and Drug Free Schools Data
 Alcohol, Tobacco, and other Drug Policy Violations
 Weapons/Violence Policy Violations
 Staff Data
 Qualifications of District's Core Content Teachers
 HQT Plan (Highly Qualified Teacher)
 PRF (Personnel Record Form)
 Staff Attendance
 Staff Professional Development
 Program Data (evaluation results of individual program: Title I, after school program, etc.)
 Family and Community Data (participation and involvement, support, etc.)
 Special Education Reports and Information
 Child Count
 NCLB Report Card for Graduation
 Suspension and Expulsion Data
 Parental Involvement Survey
 Post-school Outcomes Survey (2008-2009 school year)
 Preschool Outcomes (2008-2009 school year)
 Other (check the box to enable typing capability)

4. Describe the process used to complete the district's comprehensive needs assessment (CNA) and the results of that review.

Your answer must include the following:

- **WHEN** the comprehensive needs assessment was conducted, give date (must be completed well in advance of application submission);
- **WHO** was involved with the analysis of the data;
- **HOW** the comprehensive needs assessment was accomplished.
- Summarize the **RESULTS** of the CNA.

If incorporating the Special Education Improvement plan within the consolidated application, check

the “How to address the Special Education goals in the Consolidated application” question in the left-hand column.

If applying for Title IV funds districts must include the following:

In looking at data about the drug and violence problems in schools and communities, does the data collected adequately assess "protective" and "risk" factors?

- *Risk factors include any data collected in regards to alcohol, tobacco, and other drug use, as well as, teen pregnancy rates, abusive relationships and any other violence data.*
- *Protective factors include data such as students coming from two parent homes, parental involvement, student involvement in extra-curricular activities, school attendance records, etc...*

5. Describe the process the LEA used to annually review and revise its consolidated application. [Section 1112(d)(3) of ESEA]

Your answer must include the following:

- *A detailed description of how your 2007-2008 application **WAS EVALUATED**;*
- *Whether or not you reached the goals and objectives identified for 2007-2008;*
- *A detailed description of how the **results of the** comprehensive needs assessment was used;*
- *Describe what adjustments or changes to the 2007-2008 goals, objectives or strategies, if any, were made for the 2008-2009 application;*
- *Describe how the consolidated application committee was involved in this process during 2007-2008;*
- *At least one formal meeting of the committee is required. State the date of that meeting.*
- *(Your answer should describe what has happened and should be written in past tense.)*

6. List the district's strengths and weaknesses based on the results of the comprehensive needs assessment.

These should be brief statements or phrases.

Prioritize the areas that will be addressed with federal funds through the consolidated application.

7. Describe the district's action plan for raising student achievement. Include in your answer how professional development, parent and community involvement, and technology are imbedded in the action steps of the goals. Use the worksheet provided through egrant system.

Your answer must include the following:

- *The NCLB goal(s) that correlate with the need(s). The goals are broad statements at the district level.*
- *Objectives that reflect the needs of the district as a whole; each grade span; specific schools, if warranted (school improvement, colony school); and individual student groups. Objectives must be measurable in terms of student outcomes (except NCLB goal 3 **which is teacher centered**). Objectives must be listed for the period of the application, 2008-2009.*

- Multiple strategies should be listed for each objective.
- Appropriate indicators must be identified for each strategy.
- Funding sources must be noted.

Title IV – please be sure to list all programs/curricula/strategies that have an impact on Title IV, even if they are not funded by Title IV, to give the reviewers a more complete picture of what services you are providing.

Title I Part A

1.01. How is the Title I program being administered? (If applicable.)

Your answer must include:

- *Who is responsible for administering the Title I program*
- *If Title I funds are being used, what Percent of FTE(Full Time Equivalent) per person (list person's position or job title);*
- *List the administrative duties of each person.*

1.02. If Title I **set-aside** funds used for administration of Title I, how are they used?

- This directly correlates with Question 4 in the School Selection section.

2. How is the district using Title I set aside funds for professional development? (If applicable.)

This directly correlates with Question 4 in the School Selection section.

Your answer must include:

- *What activities are supported with the set aside funds;*
- *How funds are used to support only Title I program.*
- *If the LEA is in District Improvement, briefly describe that the 10% set-aside will be used to support the district's improvement plan.*
- *If one or more Title I schools are in Levels 1 & 2 of improvement, briefly describe how the required 10% set aside for PD is being used.*
- *If applicable, indicate the private school equitable share and describe how those funds will be used.*

3.01. If the district is using Title I set aside funds to support a District level Title I summer school program describe those services.

This directly correlates with Question 4 in the School Selection section.

Your answer must include the following:

- *Describe the type of program;*
- *Services the program will provide;*

- *Grade(s) level services will be provided.*
- *If applicable, indicate the private school equitable share and describe how those funds will be used.*

3.02. If providing District Title I summer program, please check the appropriate dates:

July 2007

August 2007

June 2008

No Program

4.01. Do you operate a District Title I preschool?

This directly correlates with Question 4 in the School Selection section.

If operating a school-level Title I preschool, answer preschool questions in the School Level Targeted Assistance or Schoolwide sections.

Yes

No

No Preschool program

4.02. If using set-aside funds for a District Title I preschool indicate the private school equitable share and describe how those funds will be used.

If not applicable, indicate such in the answer.

4.03. Will all district children be considered as potential participants or only those from certain school attendance areas?

Explain.

4.04. Check the criteria used to select at-risk preschool children

(Check all that apply)

No Title I preschool program

Teacher Judgment

Parent Interview

Assessment

Child Development Measures

Family Income *(can be used as only one factor in student needs assessment)*

4.05. Where are preschool services provided

Your answer must include:

Consolidate Application Narrative Questions 2008-2009

- *Name of the place.*

4.06. Indicate the programs the pre-school is in partnership with.

Check all that apply.

- No Title Pre-school program
- Not in partnership with other programs
- Head Start
- Even Start
- Early Reading First
- Early Childhood Special Education
- Private Pre-school program
- Other (specify)

4.07. Intensity of services (Hours per day)

Check number of hours per day.

- no program
- 2 hours per day
- 3 hours per day
- 4 hours per day
- 5 hours per day
- more than 5 hours per day

4.08. Intensity of services (Days per week)

Check number of days per week.

- no program
- 2 days a week
- 3 days a week
- 4 days a week
- 5 days a week

4.09. Intensity of services (Weeks per year)

Check the number of weeks per year.

- no program
- 9 weeks or less
- 10-18 weeks
- 19-24 weeks

25-36 weeks

more than 36 weeks

4.10. Describe the scientifically based curriculum used and its contents. (Pre-school)

Your answer must include the following:

- *Describe the curriculum;*
- *Describe how the program meets Head Start Performance standards;*
- *Describe how the early learning guidelines are incorporated into the preschool curriculum;*
- *If no program, indicate in answer.*

4.11. Describe the assessment tools and process used to plan and monitor individual programs for pre-school children.

Your answer must include:

- *Student assessments used and their purpose(s);*
- *If no program, indicate such in answer.*

5. If the district is using the RTI model in any of its schools, please describe the model

Your answer must include:

- *Schools*
- *Grades*
- *Subjects*
- *Assessments used for universal screening and progress monitoring*

6. Describe how principals of each school operating a Title I program attest annually in writing to whether such school is in compliance with the requirements of section 1119 (Qualifications for Teachers and Paraprofessionals). [Section 1119 of ESEA]

Your answer must include the following:

- *A statement that the principals of each Title I program attest annually in writing.*
- *A statement that the form includes all core content teachers and Title I paraprofessionals.*
- *A statement that the form is on file in both the school and district business office. (A link to a sample form may be found in the library).*

7. How are parents informed about their right to know the qualification of their student's teacher? [Section 1111(h)(6) of ESEA]

Your answer must include the following:

- *Describe what is listed in the "parents right to know" notice. (An LEA that accepts Title I, Part A*

funding must notify parents of students in Title I schools that they can request information regarding their child's teacher, including at a minimum::

- *(1) whether the teacher*
 - *has met the State requirements for licensure and certification for the grade levels and subject-matters in which the teacher provides instruction;*
 - *whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;*
 - *the college major and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and*
- *(2) whether the child is provided services by paraprofessionals, and if so, their qualifications.*
[Section 1111 (h)(6)(A)(iv) of ESEA]
- *Describe how all parents in a Title I school are given the notice.*
- *In addition, each Title I school must provide each parent "timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified". **Only the notice is published not the specific teacher's qualification.** [Section 1111(h)(6)(B)(ii)]*

8. How is the District Parent Involvement Policy annually reviewed and **evaluated** with parent input, **and** revised as necessary? [Section 1118 (a)(2)(E) of ESEA]

Your answer must include the following:

- *When the policy is reviewed **and evaluated**;*
- *How parents are involved in the review*

9. How and when is the District Parent Involvement Policy distributed to parents of all participating children? [Section 1118 (a)(2) of ESEA]

Your answer must include the following:

- *How the policy is disseminated;*
- *When the dissemination occurs.*

10. How is the District's 1% Title I set aside for parent involvement used? (Only applicable for districts required to set aside 1% for Parent Involvement.) [Section 1118 (a)(3) of ESEA]

This directly correlates with Question 4 in the School Selection section.

Your answer must include:

- *Describe the activities (may include family literacy, parenting skills, or other activities chosen by parents);*
- *How parents shall be involved in the decisions regarding the use of these funds;*

- *Describe the process the district uses to ensure that not less than 95% of the set aside is allocated to the Title I schools for Parent Involvement.*
- *If not applicable, indicate such in answer.*
- *If applicable, indicate the private school equitable share and describe how those funds will be used.*
- *If not applicable, indicate such in answer.*

11. How is District level parent information presented in a manner that parents can understand?

Your answer must include:

- *Steps taken to reduce the use of educational jargon;*
- *translation into different languages (if needed),*
- *other.*

12.01. Briefly describe the district's written coordination and transition plan. [Section 1120B(b); Section 1112(b)(1)(E); Section 1114(b)(1)(G); and Section 1115(c)(1)(D) of ESEA]

Your answer should include:

- *A summary of the district's plans;*
- *A list of the agencies and programs the district is coordinating with and how*
 - *Even Start*
 - *Head Start*
 - *Birth to Three Connections*
 - *Reading First*
 - *Early Reading First*
 - *Other preschool/childcare programs*
- *Indicate agreements with Head Start and other agencies*
- *Describe the communication process among all stakeholders*
- *Indicate how parents are involved in the design of the plan and needs are met*
- *Describe professional development opportunities provided through collaboration.*

12.02. Describe the district's transition process. [Section 1120B(b); Section 1112(b)(1)(E); Section 1114(b)(1)(G); and Section 1115(c)(1)(D) of ESEA]

Your Answer must include:

- *to prepare four-year-old children and their families for kindergarten*
- *for children with disabilities transitioning from one program to another (guidance and framework documents coming soon)*
- *List sample activities and approximate timeframe;*
- *Describe the procedure for transferring records.*

12.03. How is the coordination and transition plan annually evaluated? Who is involved with this evaluation?

[Section 1120B(b); Section 1112(b)(1)(E); Section 1114(b)(1)(G); and Section 1115(c)(1)(D) of ESEA]

Your answer must include:

- *Description of the evaluation process and criteria used,*
- *Describe when the evaluation takes place,*
- *Indicate the names and positions of the evaluation team (must include at a minimum district staff, Head Start, representation of early childhood agencies in district, and parents).*

13.01 Indicate the name and position of the person in the school district that is responsible for the identification of migratory students.

13.02. Has the district identified any migrant students in either Title I Part A schools or non-Title I Part A schools during the previous year?

Yes

No

13.03 Has the school district completed a certificate of eligibility for each identified migrant student?

Yes

No

13.04 Has the school district provided identified and eligible migrant students with free school meals during the previous school year?

Yes

No

14.01. Describe how the district homeless liaison and the Title I Coordinator communicate and collaborate.

[McKinney-Vento Homeless Assistance Act of 2001 (42 U.S.C. 11431) Section 722 of ESEA]

District homeless liaison and district Title I coordinators are required to communicate and collaborate on an ongoing basis even if there are currently no students who are experiencing homelessness in the district.

14.02. List the number of identified homeless students in Title I Part A schools for the past school year.

[McKinney-Vento Homeless Assistance Act of 2001 (42 U.S.C. 11431) Section 722 of ESEA]

- *How many of the identified students were provided Title I Part A services?*
- *For districts receiving McKinney-Vento Education of Homeless Children and Youth funding – Title X,*

Part C, how many students received MV services?

14.03. List the number of identified homeless students in non-Title I Part A schools for the last school year.

[McKinney-Vento Homeless Assistance Act of 2001 (42 U.S.C. 11431) Section 722 of ESEA]

- *How many of these students received Title I Part A services?*
- *For districts receiving McKinney-Vento Education of Homeless Children and Youth funding – Title X, Part C, how many students received MV services?*

14.04. Describe Title I Part A set-aside funds for homeless students. [Section 1113(c)(3) of ESEA] *[[McKinney-Vento Homeless Assistance Act of 2001 (20 U.S.C. 11431) Section 631 (c)(3) of ESEA]*

Your answer must include the following:

- *List the amount of Title I Part A funds set-aside for services to students not attending a school in a Title I school attendance area.*
- *Explain how this dollar amount was determined.*
- *List the Title I comparable services provided.*
- *Include how educationally related support services are provided to children in shelters and other locations where homeless children may live.*
- *There is not a minimum requirement for the set-aside; however, if a need were to arise the district will have to be prepared to cover any costs.*

14.05. Explain what efforts the district makes to identify homeless children. *[McKinney-Vento Homeless Assistance Act of 2001 (42 U.S.C. 11431) Section 722 of ESEA]*

Your answer may include the following:

- *LEA Liaisons can coordinate with community service agencies, such as*
 - *shelters,*
 - *soup kitchens,*
 - *food banks,*
 - *transitional living programs,*
 - *street outreach teams,*
 - *drop-in centers,*
 - *community action agencies (especially in rural areas, where there may be no shelters),*
 - *welfare departments,*
 - *housing departments,*
 - *public health departments, and*
 - *faith-based organizations*
- *to develop a relationship on issues such as*

- *the identification of children and teenagers,*
- *the school enrollment process,*
- *transportation, and*
- *other student services.*

15.01. If there are children living in any of the District's Title I school attendance areas and attending any private school (located within or outside district boundaries), describe how timely and meaningful consultation was provided with appropriate private school officials. [Section 1120(b) of ESEA and Section 200.63 of the Federal Regulations]

Your answer must include:

- *Name of the private school(s) involved;*
- *What form of contact was made? State the number of meetings that were held with private school officials.*
- *Who was in attendance?*
- *Were all parties involved represented?*
- *Does the private school wish to participate in the Title I program?*
- *Is the Non-public Affirmation of Consultation and Verification of Private School Participation forms signed and on file? A link to the form can be found in the Library.*

- 1) Yes, within district boundaries
- 2) Yes, outside district boundaries
- 3) No students attending a private school

15.02. The signed Affirmation of Consultation and Verification of Private School Participation forms for EACH private school (**within and outside district boundaries**) has been completed and submitted to SD Department of Education. [Section 1120(s) of ESEA and Section 200.63 of the Federal Regulations]

Yes

No students attending private school

Other, explain

Title I Part A (Schoolwide)

1. Provide a general description of the nature of the schoolwide program to be conducted. [Section 1114]

Your answer must include the following:

- *A brief overview of your schoolwide program.*
- *What is the focus of your program?*

- *What grades are included in the school?*
- *How are Title I funds used to support the basic education program?*
- *Explain any pull out services that may be provided.*
- *If the school is implementing a Response to Intervention model, indicate how that approach is addressed within the schoolwide program. What assessment tools are used for universal screening and progress monitoring by classroom teachers?*

2. How is the schoolwide plan reviewed with the input of parents, community, and staff; evaluated annually, and revised as needed? [Section 1114 (b)(2)(B)(iii) of ESEA]

Your answer must include the following:

- *How input is solicited;*
- *How and when the plan is evaluated;*
- *How was the plan revised*

3. When was an up-to-date, comprehensive needs assessment of the school completed to generate a school profile, noting both strengths and weaknesses?

Your answer must include the following:

- **WHEN** the comprehensive needs assessment was conducted, give date;
- **WHO** was involved with the analysis of the data;
- **HOW** the comprehensive needs assessment was conducted;
- Summarizes the **RESULTS** of the CNA.

4. What measurable academic goals and objectives are designed to address identified needs and are specific to this school? What assessment process is used to measure these goals?

Your answer must include the following:

- *A list of the measurable goals and objective identified in the school's schoolwide/school improvement plan.*
- *Must include at least a Reading and a Math goal.*
- *Indicators used to measure the success of each goal/objective must be specified*

5.01. If the school is providing summer school, describe the services.

Your answer must include the following:

- *Describe the type of program.*
- *What services will the program provide?*
- *At what grade level will services be provided to students.*
- *If not providing summer school indicate such in answer.*

5.02. If the school is providing a summer school program, check the appropriate dates.

July 2007

August 2007

June 2008

No Summer school program

6.01. Does the school operate a School Level preschool?

Yes

No

6.02. Check the criteria used to select at-risk preschool children

Check all that apply.

No Title I Preschool

Available to all preschool age children within the school's attendance area

Teacher Judgment

Parent Interview

Assessment

Child Development Measures

Family Income (can be used as only one factor in student needs assessment)

6.03. Check the structure of the School Level preschool program.

Check all that apply.

No School Level Title I Preschool

School Level Title I Preschool offered in coordination with other programs

Classroom in the school

Classroom at another site.

6.04. Indicate the programs the School Level preschool is in partnership with.

Check all that apply.

No School Level Title I preschool

Not in partnership with other programs

Head Start

Even Start

Early Reading First

Early Childhood Special Education

Private Preschool program

Other (specify)

6.05. Intensity of services (Hours per day).

Check number of hours per day.

No Program
2 hours per day
3 hours per day
4 hours per day
5 hours per day
more than 5 hours per day

6.06. Intensity of services (Days per week).

Check the number of days per week.

No Program
2 days per week
3 days per week
4 days per week
5 days per week

6.07. Intensity of services (Week per year).

Check the number of weeks per year.

No Program
9 weeks or less
10-18 weeks
19-24 weeks
25-36 weeks
more than 36 weeks

6.08. Describe the scientifically based curriculum used for the School Level preschool and its contents.

Your answer must include the following:

- *Describe the curriculum;*
- *Describe how the program meets Head Start Performance standards;*
- *Describe how the early learning guidelines are incorporated into the preschool curriculum;*
- *If no program is provided, indicate such in the answer.*

6.09. Describe the assessment tools and process used to plan and monitor individual programs for School Consolidate Application Narrative Questions 2008-2009

Level preschool children.

Your answer must include the following:

- *Student assessments used and their purpose;*
- *If no preschool program is provided, please indicate such in the answer.*

7. How does the school insure that instruction is provided by Highly Qualified Teachers?

Your answer must include the following:

- *Address whether all core content teachers are Highly Qualified*
- *Address how the district hires only Highly Qualified Teachers;*
- *Indicate if any HQT plans for core content teachers have been submitted through the PRF;*
- *Address how teachers are assigned their teaching duties based on their qualifications.*

8. Describe how paraprofessionals support instruction by highly qualified teachers.

Your answer must include the following:

- *How many paraprofessionals are employed in the school;*
- *How are paraprofessionals working under the direct supervision of a highly qualified teacher,*
- *What duties paraprofessionals perform;*
- *How are all paraprofessionals qualified?*

9. What strategies have been developed to attract highly qualified staff?

Self-explanatory.

10. What Professional Development opportunities are provided for staff, community, and parents relative to the determined needs of the school?

Your answer must contain the following:

- *Specific information on the Professional Development activities scheduled for the school for the grant application period;*
- *A statement on how professional development needs of the school are identified.*

11.01. How is the school level Parent Involvement Policy annually reviewed and revised with parent input?

[Section 1118 (c)(3) of ESEA]

Your answer must include the following:

- *When the policy is reviewed;*
- *How parents are involved in the review.*

11.02. How and when is the school level Parent Involvement Policy distributed to parents?

Your answer must include the following:

- *How the policy is disseminated;*
- *When dissemination occurs.*

11.03. How and when is the Parent/School Compact distributed? [Section 1118(d) of ESEA]

Your answer must include the following:

- *How the compact is disseminated;*
- *When dissemination occurs.*

11.04. What forms of communication are there between parents and schools? *An annual meeting is required to inform parents of their school's participation in Title I, requirements of the program, and how to become involved in the program. [Section 1118(c)(1) of ESEA]*

Your answer may include but not limited to the following:

- *Annual meeting (required -- describe how this is accomplished and when this meeting is held)*
- *Newsletters,*
- *Website,*
- *Open house night,*
- *Parent resource room or displays/centers,*
- *Brochures,*
- *Formal and informal meetings,*
- *Parent workshops,*
- *Other*

11.05. How is parent information presented in a manner that parents can understand?

Your answer may include but not limited to the following:

- *Reduce the use of educational jargon*
- *Translate into different languages*
- *Other*

11.06. How do you assist parents in understanding the content standards, achievement standards, and the assessments?

Your answer may include but not limited to the following:

- *Parent meetings,*
- *Letters,*
- *Brochures,*
- *Parent-Teacher Conferences*

- *Other*

11.07. What assistance do you offer to help parents work with their child to raise student achievement?

[Section 1118(e)(3) of ESEA]

Your answer may include but not limited to the following:

- *Newsletters,*
- *Letters,*
- *Packets,*
- *Other*

11.08. What trainings are offered to staff in working and communicating with parents? [Section 1114(b)(1)(F) of ESEA]

11.09. What activities/strategies are provided to increase parental involvement?

Your answer must include the following:

- *Information about how family activities and conferences are planned and conducted.*
- *Information on trainings conducted for parents.*
- *Information on how parents are assisted in interpreting test results.*

12.01. Describe the school's transition plan to provide assistance for the transition of 4 year old preschool students to Kindergarten.

Your answer must the following:

- *Coordination with local and community child education and care agencies;*
- *Describe the written Plan;*
- *Parents involved in design and evaluation of plan;*
- *If a JH, MS or HS indicate not applicable in answer.*

12.02. Describe the school's transition plan.

Your answer may include transition information from:

- *Elementary to Middle School/Junior High*
- *Middle School/Junior High to High School*
- *High School to Post Secondary/work force*

13. What plan is in place for helping students experiencing difficulty? [Section 1114(b)(I) of ESEA]

Your answer must include the following:

- *How a student is identified for additional assistance.*

- *How the school determines what assistance will be implemented.*
- *A statement about how assistance is provided in a timely manner.*

14. Explain how resources available to the building are considered in structuring the plan. [Section 1114(b)(A)(ii) of ESEA]

Your answer must include the following:

- *How has the district made resources available to the school?*
- *What funding sources support the schoolwide program?*
- *What funds are consolidated into the schoolwide program?*

Title I Part A (Targeted Assisted)

1. Describe your Title I program. [Section 1115 (c)(1)(C) of ESEA]

Your answer must include the following:

- *Do you provide reading services, math services, or both;*
- *What grades are served;*
- *If the school uses the Rtl (Response to Intervention) process, describe how Title I services are used within the tiered system.*

2.01 How will teachers identify the children most in need of Title I services? [Section 1115 (b)(1)(B) of ESEA]

Your answer must include the following:

- *Describe the needs assessment process conducted to determine the academic needs of the students and who is involved;*
- *How are students rank-ordered and cutoffs determined;*
- *Indicate if all identified students are served.*
- *If the school uses the Rtl, describe how students are identified for Title I services and the method for dismissal.*

2.02. How are Title I services provided? [Section 1115 (c)(1)(C) of ESEA]

Check all that apply.

Your answer must include the following:

- *Describe your Title I program*
 - *Do you provide reading services, math services, or both;*
 - *What grades are served;*
 - *For in-class services describe how Title I staff work only with well identified Title I students;*
 - *Describe how the Title I services are supplemental to the regular education program.*

- *Describe the ratio of teacher/paraprofessional to student;*
- *How many Title I teachers work with Title I students;*
- *How many Title I paraprofessionals work with Title I students (specific to delivery model).*

- 1) Pull-out
- 2) In-class
- 3) Replacement
- 4) Extended day (before or after school)

3. How will the LEA coordinate and integrate Title I services with other educational services? [Section 1115(c)(1)(D) of ESEA]

Your answer must include the following:

- *Regular classroom,*
- *Special Education,*
- *Head Start,*
- *Early Head Start,*
- *Other early childhood programs.*

4. Describe how Title I services help students meet state content and achievement standards. [Section 1115 (c)(1)(C) of ESEA]

Your answer must include the following:

- *What SBR (scientifically based research) methods and instructional strategies are used to strengthen and accelerate student learning?*
- *How are content and achievement standards used to guide Title I services?*

5.01. If the school is providing summer school, describe the services. [Section 1115(c)(1)(C)(i) of ESEA]

Your answer must include the following:

- *Describe the type of program.*
- *What services will the program provide?*
- *At what grade level will services be provided to students.*
- *If no summer program is provided, indicate such in answer.*

5.02. If the school is providing a summer school program, check the appropriate dates.

Check all that apply.

July 2007

August 2007

June 2008

No Summer program provided

6.01. Does the school operate a School Level preschool? [Section 1115 (c)(1)(D) of ESEA]

Yes

No

6.02. Check the criteria used to select at-risk preschool children

Check all that apply.

No Title I Preschool

Teacher Judgment

Parent Interview

Assessment

Child Development Measures

Family Income (can be used as only one factor in student needs assessment)

6.03. Check the structure of the School Level preschool program

Check all that apply.

No Title I Preschool

School level preschool offered in coordination with other programs

Classroom in the school

Classroom in another building

6.04. Indicate the programs the School Level preschool is in partnership with

Check all that apply.

No Title I Preschool

Not in partnership with other programs

Head Start

Even Start

Early Reading First

Early Childhood Special Education

Private preschool program

Other (specify)

6.05. Intensity of services (Hours per day).

Check the number of hours per day.

No program

2 hours per day
3 hours per day
4 hours per day
5 hours per day
more than 5 hours per day

6.06. Intensity of services (Days per week).

Check the number of days per week.

No program
2 days per week
3 days per week
4 days per week
5 days per week

6.07. Intensity of services (Week per year).

Check the number of weeks per year.

No program
9 weeks or less
10-18 weeks
19-24 weeks
25-36 weeks
More than 36 weeks

6.08. Describe the scientifically based curriculum used for the School Level preschool and its contents.

Your answer must include the following:

- *Describe curriculum.*
- *Describe how the program meets Head Start Performance standards;*
- *Describe how the early learning guidelines are incorporated into the preschool curriculum;*
- *If no preschool program is provided, indicate such in answer.*

6.09. Describe the assessment tools and process used to plan and monitor individual programs for School Level preschool children.

Your answer must include the following:

- *Student assessment used and their purpose;*
- *If no preschool program is provided, indicate such in answer.*

7. Describe the qualifications of the staff providing Title I services. [Section 1115 (c)(1)(E) of ESEA]

Your answer must include the following:

- *How many teachers provide Title I services and FTE percentage;*
- *What are the qualification of the teacher(s);*
- *How many paraprofessionals and FTE percentage;*
- *How are all paraprofessionals qualified;*
- *How do paraprofessionals support the instruction of the teacher, and work under the direct supervision of the Title I teacher?*

8. What Professional Development opportunities are provided for Title I staff relative to the determined needs, including reading and math? [Section 1115(c)(1)(F) of ESEA]

9. How is the progress of participating children reviewed on an on-going basis? [Section 1118(c)(4) and Section 1118 (d)(2)(B) of ESEA]

Your answer must include the following:

- *Describe the process and timeframe for review;*
- *What assessments are used to determine if the students are making progress during the school year;*
- *How are parents informed of their child's progress? (Progress Reports, Parent Teacher conferences, etc.)*
- *How are students dismissed from Title I services*

10.01. How is the school level Parent Involvement Policy annually reviewed and revised with parent input? [Section 1118 of ESEA]

Your answer must include the following:

- *When the policy is reviewed;*
- *How parents are involved in the review.*

10.02. How and when is the school level Parent Involvement Policy distributed to parents?

Your answer must include the following:

- *How the policy is disseminated;*
- *When dissemination occurs.*

10.03. How and when is the Parent/School Compact distributed? [Section 1118(d) of ESEA]

Your answer must include the following:

- *How the compact is disseminated;*
- *When dissemination occurs.*

10.04. What forms of communication are there between parents and schools? *An annual meeting is required to inform parents of their school's participation in Title I, requirements of the program, and how to become involved in the program. [Section 1118(c)(1) of ESEA]*

Your answer may include but not limited to the following:

- *Annual meeting (required -- describe how this is accomplished and when this meeting is held)*
- *Newsletters,*
- *Website,*
- *Open house night,*
- *Parent resource room or displays/centers,*
- *Brochures,*
- *Formal and informal meetings,*
- *Parent workshops,*
- *Other*

10.05. How is parent information presented in a manner that parents can understand?

Your answer may include but not limited to the following:

- *Reduce the use of educational jargon;*
- *Translate into different languages;*
- *Other*

10.06. How do you assist parents in understanding the content standards, achievement standards, and the assessments?

Your answer may include but not limited to the following:

- *Parent meetings,*
- *Letters,*
- *Brochures,*
- *Parent-Teacher Conferences*
- *Other*

10.07. What assistance do you offer to help parents work with their child to raise student achievement?

Your answer may include but not limited to the following:

- *Newsletters,*
- *Letters,*
- *Packets,*
- *Other*

10.08. What trainings are offered to staff in working and communicating with parents?

10.09. What activities/strategies are provided to increase parental involvement? [Section 1115(c)(1)(G) of ESEA]

Your answer must include the following:

- *Information about how family activities and conferences are planned and conducted;*
- *Information on trainings conducted for parents;*
- *Information on how parents are assisted in interpreting test results.*
- *Describe activities*

11. What additional services/support are available for Title I students who are not making the expected progress? [Section 1115(c)(2)(B) of ESEA]

Your answer may include but not limited to the following:

- *Teacher assistance teams,*
- *One-on-one help,*
- *Before and after school help,*
- *Referral to special education,*
- *Other*

Title I Part A (Targeted Assisted - Private)

1. How will the district identify the eligible children most in need of Title I services? [Section 1120 of ESEA]

Your answer must include the following:

- *Describe the process for determining student residency in a Title I attendance center within the district;*
- *Describe the needs assessment process conducted to determine the academic needs of the students for eligibility purposes;*
- *Who is involved in this process;*
- *How are the students rank-ordered and cutoffs determined?*

2. How are Title I services provided to eligible children?

Your answer must include the following:

- *Describe your Title I program (Must be a pull-out program).*
 - *In which grade levels are services being provided?*
 - *Which areas do you address?*
 - *Reading?*

- *Math?*

3. How will the LEA Title I services support the curriculum of the private school?

Your answer must include the following:

- *What scientifically based research methods and instructional strategies are used to strengthen and accelerated student learning;*
- *Consultation with classroom teachers;*
- *Expectation of gain;*
- *Other*

4. How do you seek parent permission to provide Title I services to their student?

Your answer must include the following:

- *Parental notification information*
 - *When notification is sent*
 - *How information is relayed to parents*
 - *How is permission verified*

5. How is the progress of participating children reviewed on an on-going basis? [Section 1118(c)(4) and Section 1118 (d)(2)(B) of ESEA]

Your answer must include the following:

- *Describe the process and timeframe for review;*
- *What assessments are used to determine if the students are making progress during the school year;*
- *How are parents informed of their child's progress? (Progress Reports, Parent Teacher conferences, etc.)*
- *How are students dismissed from Title I services*

6.01. How and when is the Parent Involvement Policy distributed to parents of Title I private school children?

Your answer must include the following:

How the policy is disseminated;
When dissemination occurs.

6.02. How and when is the Parent/School Compact distributed to parents of Title I private school children?

Your answer must include the following:

How the compact is disseminated;
When dissemination occurs.

6.03. What forms of communication are there between private school parents of Title I children and the district providing the Title I services? *An annual meeting is required to inform parents of the requirements of the Title I program and how to become involved in the program. [Section 1118(c)(1) of ESEA]*

Your answer may include but not limited to the following:

- *An annual meeting (required -- describe how this is accomplished and when this meeting is held)*
- *Newsletters;*
- *Website;*
- *Open House;*
- *Brochures;*
- *Formal and informal meetings;*
- *Parent workshops;*
- *Other.*

6.04. How is parent information presented in a manner that parents can understand?

Your answer may include but not limited to the following:

- *Reduce the use of educational jargon;*
- *Translate into different languages;*
- *Other.*

6.05. What assistance do you offer to help parents work with their child to raise achievement?

Your answer may include but not limited to the following:

- *Parent meetings;*
- *Letters;*
- *Brochures;*
- *Other.*

6.06. What activities do you have planned for parents and families of participating private school children?

Your answer must include the following:

- *How do you assist parents in understanding the instructional strategies used by the Title I program?*
 - *Open House,*
 - *Annual Title I meeting, or*
 - *Other activities.*
- *If applicable, indicate the private school equitable share and describe how those funds will be used.*

7. How does the district insure that instruction is provided by Highly Qualified Title I Teachers?

Your answer must include the following:

- *How many Title I teachers provide Title I services in the private school;*
- *Discuss how Title I teachers are Highly Qualified;*
- *Deleted information here.*

8. Describe how Title I paraprofessionals support instruction by highly qualified Title I teachers.

Your answer must include the following:

- *How many Title I paraprofessionals are assigned to assist with Title I services in the private school;*
- *How the Title I paraprofessionals are under the direct supervision of a highly qualified Title I teacher;*
- *What duties Title I paraprofessionals perform?*

9. How does the district providing Title I services to private schools inform parents of Title I private school children their right to know the qualification of the Title I **staff** providing Title I services to their child(ren)?

Your answer must include the following:

- *Describe what is listed in the “parents right to know” notice. (An LEA that accepts Title I, Part A funding must notify parents of Title I students in private schools that they can request information regarding their child’s Title I teacher, including at a minimum::*
 - o *(1) whether the Title I teacher*
 - *has met the State requirements for licensure and certification for the grade levels and subject-matters in which the Title I teacher provides instruction;*
 - *whether the Title I teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;*
 - *the college major and any other graduate certification or degree held by the Title I teacher, and the field of discipline of the certification or degree; and*
 - o *(2) whether the child is provided services by Title I paraprofessionals, and if so, their qualifications. [Section 1111 (h)(6)(A)(iv) of ESEA]*
- *Describe how all parents of Title I students are given the notice.*
- *In addition, each Title I school must provide each parent “timely notice that the parent’s child has been assigned, or has been taught for 4 or more consecutive weeks by, a Title I teacher who is not highly qualified”. **Only the notice is published not the specific teacher’s qualification.** [Section 1111(h)(6)(B)(ii)]*

Title I Part C (Migrant)

1. List the members and positions of the comprehensive needs assessment committee that was assembled to develop the district’s pending LEA Consolidated Application and the migrant education program (MEP).

Your answer must include the names of the committee members and the area they represent.

- *Members should include representation from building administrators, migrant program staff, K-12 teachers who work with migrant students, migrant parents, migrant students and community agency representatives that provide services to migrant families*
- *Tasks for the comprehensive needs assessment committee include, but are not limited to, data collection, data analysis, MEP evaluation, previous year's application review and revision, development of concern statements, development of needs statements, program design and development, etc.*

2. **For each concern noted below**, discuss the data sources that were reviewed and utilized by the comprehensive needs assessment committee to locate migrant family/student concerns. **Using data source information**, provide a concern statement that focuses the committee's attention on migrant family/student concerns. Only those concerns that are unmet, or incompletely met, must be addressed here. **Place a check in the data and concern statement boxes for each concern that is unmet and insert the appropriate information.**

Your answer must include the following:

- *data sources examined by the committee for each of the seven areas **that have generated concerns**:*
 - o *the committee must examine data for all 7 areas of concern and indicate how the data is informing the committee by completing data analysis statements;*
 - o ***write concern statements for each area of concern that focuses the committees attention on any unmet migrant student/family needs;***
 - o *you can write more than one concern statement for each of the seven areas of concern.*
- *Review the explanation of the four NCLB goals, the seven Areas of Concern and examples of concern and need statements found in the "How To" section on the left side of the screen.*

To open a textbox click the small box beside each numbered item.

1. **Educational Continuity**
2. -- Data Source & Analysis
3. -- Concern Statement
4. **Instructional Time**
5. -- Data Source and Analysis
6. -- Concern Statement
7. **School Engagement**
8. -- Data Source & Analysis
9. -- Concern Statement
10. **English Language Development**

11. -- Data Source & Analysis
12. -- Concern Statement
13. **Educational Support in the Home**
14. -- Data Source & Analysis
15. -- Concern Statement
16. **Health**
17. -- Data Source & Analysis
18. -- Concern Statement
19. **Access to Services**
20. -- Data Source & Analysis
21. -- Concern Statement

3. Describe the process the comprehensive needs assessment committee used to annually review, revise and design the migrant education program section of the LEA Consolidated Application for the upcoming school year.

Your answer must include the following information as it actually occurred for the pending application, not as it "might" occur at some future date:

- *a detailed description of how the 2006-07 MEP was evaluated;*
- *a discussion of whether or not the goals and objectives for 2006-07 were achieved;*
- *a detailed description of how the committee used the comprehensive needs assessment information to design the 2007-08 MEP program;*
- *a description of the changes that were made to the 2007-08 objectives and strategies following data analysis and program evaluation;*
- *a description of how the comprehensive needs assessment committee was involved in the development of the 2007-08 MEP;*
- *the dates and times of meetings held by the comprehensive needs assessment committee to develop the migrant education portion of the pending LEA Consolidated Application.*

4. Using the Priority for Services documentation (see the Service Delivery Plan workbook, Section 5) completed by the school district,

- discuss the process used by the district to locate migrant students who are a priority for services,
- discuss the data that was used to document student priorities and the process that was used to select the students who will be served by the MEP

5.01. Using information from the migrant comprehensive needs assessment process discussed in the previous questions and information provided by the comprehensive needs assessment committee as documented in Consolidate Application Narrative Questions 2008-2009

question 2, **identify** one or more of the four NCLB goals identified as priority concerns of the district's migrant students, **and write the corresponding** and **need statement(s)** identified for each of the NCLB goals that will become a focus of the district's Migrant Education Program. You must complete objectives, strategies/activities, indicators, and funding sources for each NCLB goal identified as a program focus, and for each statement of need.

- *(Please note: The students listed as priority one in the Priority for Service documentation worksheet completed by the district (found in the Service Delivery Plan) must be served before all other migrant students are provided services.)*
- *The tables below include the NCLB goal areas upon which your migrant education program's services must focus. **Each NCLB goal is posted separately under tabs 5.011-5.041.***
- *Following each goal area are listed seven Areas of Concern upon which each goal area must focus.*
- *Based on the Statement of Need identified in the goal area and Area of Concern, write the measurable objectives that will be used to address each identified need.*
- *You do not need to identify an Area of Concern and Needs Statement for each goal area if no concerns exist.*
- *Address only those needs that your comprehensive needs assessment indicates are a priority for the students who will be served by your district's migrant education program.*
- *For each NCLB goal area complete as many objectives as are needed to fully implement the programs and services that will be needed to address the identified student/family needs.*

NCLB Goal 1 – Math Achievement: All migrant students will achieve proficiency or better in math.

Area(s) of Concern:

- ☐ **Educational Continuity → Needs Statement:**
- ☐ **Instructional Time → Needs Statement:**
- ☐ **School Engagement → Needs Statement:**
- ☐ **English Language Development → Needs Statement:**
- ☐ **Educational Support in the Home → Needs Statement:**
- ☐ **Health → Needs Statement:**
- ☐ **Access to Services → Needs Statement:**

5.011. Goal 1: All migrant students will achieve proficiency or better in math.

Only fill out for as many objectives, strategies, performance indicators and fiscal resources as needed for this goal.

Measurable Objective #1

Strategies and Activities #1

Performance Indicators #1

Fiscal Resources #1

Measurable Objective #2

Strategies and Activities #2

Performance Indicators #2

Fiscal Resources #2

Measurable Objective #3

Strategies and Activities #3

Performance Indicators #3

Fiscal Resources #3

5.02. Using information from the migrant comprehensive needs assessment process discussed in the previous questions and information provided by the comprehensive needs assessment committee as documented in question 2, **identify** one or more of the four NCLB goals identified as priority concerns of the district's migrant students, **and write the corresponding need statement(s)** identified for each of the NCLB goals that will become a focus of the district's Migrant Education Program. You must complete objectives, strategies/activities, indicators, and funding sources for each NCLB goal identified as a program focus, and for each statement of need.

- *(Please note: The students listed as priority one in the Priority for Service documentation worksheet completed by the district (found in the Service Delivery Plan) must be served before all other migrant students are provided services.)*
- *The tables below include the NCLB goal areas upon which your migrant education program's services must focus. **Each NCLB goal is posted separately under tabs 5.011-5.041.***
- *Following each goal area are listed seven Areas of Concern upon which each goal area must focus.*
- *Based on the Statement of Need identified in the goal area and Area of Concern, write the measurable objectives that will be used to address each identified need.*
- *You do not need to identify an Area of Concern and Needs Statement for each goal area if no concerns exist.*
- *Address only those needs that your comprehensive needs assessment indicates are a priority for the*

students who will be served by your district's migrant education program.

- *For each NCLB goal area complete as many objectives as are needed to fully implement the programs and services that will be needed to address the identified student/family needs.*

Goal 2: All migrant students will achieve proficiency or better in language arts.

☐ Educational Continuity → Needs Statement:

☐ Instructional Time → Needs Statement:

☐ School Engagement → Needs Statement:

☐ English Language Development → Needs Statement:

☐ Educational Support in the Home → Needs Statement:

☐ Health → Needs Statement:

☐ Access to Services → Needs Statement:

5.021 Goal 2: All migrant students will achieve proficiency or better in language arts.

Only fill out for as many objectives, strategies, performance indicators and fiscal resources as needed for this goal.

Measurable Objective #1

Strategies and Activities #1

Performance Indicators #1

Fiscal Resources #1

Measurable Objective #2

Strategies and Activities #2

Performance Indicators #2

Fiscal Resources #2

Measurable Objective #3

Strategies and Activities #3

Performance Indicators #3

Fiscal Resources #3

5.03. Using information from the migrant comprehensive needs assessment process discussed in the previous questions and information provided by the comprehensive needs assessment committee as documented in question 2, **identify** one or more of the four NCLB goals identified as priority concerns of the district's migrant Consolidate Application Narrative Questions 2008-2009

students, and write the corresponding need statement(s) identified for each of the NCLB goals that will become a focus of the district's Migrant Education Program. You must complete objectives, strategies/activities, indicators, and funding sources for each NCLB goal identified as a program focus, and for each statement of need.

- *(Please note: The students listed as priority one in the Priority for Service documentation worksheet completed by the district (found in the Service Delivery Plan) must be served before all other migrant students are provided services.)*
- *The tables below include the NCLB goal areas upon which your migrant education program's services must focus. **Each NCLB goal is posted separately under tabs 5.011-5.041.***
- *Following each goal area are listed seven Areas of Concern upon which each goal area must focus.*
- *Based on the Statement of Need identified in the goal area and Area of Concern, write the measurable objectives that will be used to address each identified need.*
- *You do not need to identify an Area of Concern and Needs Statement for each goal area if no concerns exist.*
- *Address only those needs that your comprehensive needs assessment indicates are a priority for the students who will be served by your district's migrant education program.*
- *For each NCLB goal area complete as many objectives as are needed to fully implement the programs and services that will be needed to address the identified student/family needs.*

Goal 3: All migrant students will enter kindergarten ready to learn.

- ☐ Educational Continuity → Needs Statement:
- ☐ Instructional Time → Needs Statement:
- ☐ School Engagement → Needs Statement:
- ☐ English Language Development → Needs Statement:
- ☐ Educational Support in the Home → Needs Statement:
- ☐ Health → Needs Statement:
- ☐ Access to Services → Needs Statement:

5.031 Goal 3: All migrant students will enter kindergarten ready to learn.

Only fill out for as many objectives, strategies, performance indicators and fiscal resources as needed for this goal.

Measurable Objective #1

Strategies and Activities #1

Performance Indicators #1

Fiscal Resources #1

Measurable Objective #2

Strategies and Activities #2

Performance Indicators #2

Fiscal Resources #2

Measurable Objective #3

Strategies and Activities #3

Performance Indicators #3

Fiscal Resources #3

5.04. Using information from the migrant comprehensive needs assessment process discussed in the previous questions and information provided by the comprehensive needs assessment committee as documented in question 2, **identify** one or more of the four NCLB goals identified as priority concerns of the district's migrant students, **and write the corresponding** need **statement(s)** identified for each of the NCLB goals that will become a focus of the district's Migrant Education Program. You must complete objectives, strategies/activities, indicators, and funding sources for each NCLB goal identified as a program focus, and for each statement of need.

- *(Please note: The students listed as priority one in the Priority for Service documentation worksheet completed by the district (found in the Service Delivery Plan) must be served before all other migrant students are provided services.)*
- *The tables below include the NCLB goal areas upon which your migrant education program's services must focus. **Each NCLB goal is posted separately under tabs 5.011-5.041.***
- *Following each goal area are listed seven Areas of Concern upon which each goal area must focus.*
- *Based on the Statement of Need identified in the goal area and Area of Concern, write the measurable objectives that will be used to address each identified need.*
- *You do not need to identify an Area of Concern and Needs Statement for each goal area if no concerns exist.*
- *Address only those needs that your comprehensive needs assessment indicates are a priority for the students who will be served by your district's migrant education program.*
- *For each NCLB goal area complete as many objectives as are needed to fully implement the programs and services that will be needed to address the identified student/family needs.*

Goal 4: All migrant students will complete a high school program leading to graduation.

- ☐ Educational Continuity → Needs Statement:
- ☐ Instructional Time → Needs Statement:
- ☐ School Engagement → Needs Statement:
- ☐ English Language Development → Needs Statement:
- ☐ Educational Support in the Home → Needs Statement:
- ☐ Health → Needs Statement:
- ☐ Access to Services → Needs Statement:

5.041 Goal 4: All migrant students will complete a high school program leading to graduation.

Only fill out for as many objectives, strategies, performance indicators and fiscal resources as needed for this goal.

Measurable Objective #1

Strategies and Activities #1

Performance Indicators #1

Fiscal Resources #1

Measurable Objective #2

Strategies and Activities #2

Performance Indicators #2

Fiscal Resources #2

Measurable Objective #3

Strategies and Activities #3

Performance Indicators #3

Fiscal Resources #3

6. Discuss how the district will annually measure the achievement of all the migrant students being provided services through the migrant education program.

Your answer must include the following:

- *A discussion of how individual migrant student progress in attaining the stated goals and objectives*

of the program will be measured;

- *A discussion of how the district-wide effectiveness of the migrant education program will be measured on an ongoing basis*

7. Discuss how the district will insure that the services provided by the migrant education program are supplemental to all other programs and services, including Title I, Part A supplemental services.

8. Discuss how parents of migrant students whose children are enrolled in the school district are provided an opportunity to be involved in the design of the migrant education program offered to their children.

9. Discuss how the school district will make sure that programs and services provided to migrant students are research-based and provided by staff that are highly qualified.

10. Discuss the unique needs of the migrant parents in the district that must be met in order to facilitate migrant parent participation in the school's educational programs.

Title I Part D (Neglected and Delinquent)

1. Are you applying for Title I D funds?

(Needed to ask an easy question so the budget section would show up?)

Title I Part D (Delinquent Programs)

1.

List the name of the agency that the LEA has entered into contract with to provide educational services.

List the authorized representative of the agency.

List the licensing agency. [Section 1425]

2. What was the date of the last annual consultation with the agency?

3. The formal agreement between the LEA and the agency must address eleven elements. [Section 1425 and Section 1423(1)(2)] Each correctional facility must address:

Check the elements contained in the current formal agreement.

- How the educational programs in the facility are coordinated with the student's home school, particularly with respect to students with an IEP under Part B of the Individuals with Disabilities Education Act (IDEA). [Section 1425(1)]

- How notification of the local school of the child or youth will be handled if the child or youth is identified while in the facility as being in need of special education and related services. [Section 1425(2)]
- How transition assistance is provided to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling. [Section 1425(3)]
- How support programs are operated that encourage children and youth who have dropped out of school to reenter school once they have completed their term at the correctional facility, or provide them with the skills necessary to gain employment or to seek a secondary school diploma or its recognized equivalent. [Section 1425(4)]
- How the facility is staffed with teachers and other qualified staff who are trained to work with children and youth who have disabilities taking into consideration the unique needs of such children and youth. [Section 1425(5)]
- How assurance is made that educational programs in the facility are related to assisting students to meet high academic achievement standards. [Section 1425(6)]
- How technology is used to assist in coordinating educational programs between the facility, the home school, and the LEA program. [Section 1425(7)]
- How the facility will involve parents in efforts to improve the educational achievement of their children and to prevent further involvement of such children in delinquent activities. [Section 1425(8)]
- How Title I Part D funds are coordinated with other Federal, State, and local funds to provide services to participating children and youth, such as funds made available under Title I of the Workforce Investment Act of 1998 (P.L. 105-220) and vocational and technical education funds. [Section 1425(9)]
- How Title I Part D programs are coordinated with activities funded under the Juvenile Justice and Delinquency Prevention Act of 2002 and other comparable programs, if applicable. [Section 1425(10)]
- How the program will collaborate, where appropriate, with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth. [Section 1425(11)]

4. Describe the educational program to be offered by the LEA. [Section 1423(1)]

Your answer must include the following:

- *Address state academic achievement standards,*
- *Required subjects,*
- *School credit accrual,*
- *Grade promotion,*
- *Graduation,*
- *and/or GED.*

5. Describe how the LEA will coordinate with the facility to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend. [Section 1423 (3)]

6. How is the program evaluated? List the names and positions of the persons involved. [Section 1426]

Your answer must include the following:

- *Each program must be evaluated annually.*
- *Did the program make progress in increasing the number of children*
 - *returning to school,*
 - *obtaining a secondary school diploma,*
 - *obtaining employment,*
 - *continuing education in an alternative setting, or higher education*
- *Did the number of students dropping out of school decline?*

7. List the strengths and weaknesses of the program as determined at the evaluation completed in 2006-2007. [Section 1431]

Your answer must include the following:

- *List the strengths and weaknesses in order of priority with #1 as the first priority.*
- *An identified strength may also be a priority.*

8. Establish goals for the program. [Sections 1424 and Section 1431]

Your answer must include the following:

- *Goals must address academic achievement first, then other areas as identified.*

9. Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth to whom the LEA is providing educational services. [Section 1423 (5)]

10. How will the LEA coordinate existing educational programs to meet the unique educational needs of such children and youth? [Section 1423 (5)]

Your answer may include the following:

- *Title I,*
- *Special Education*

11. Describe how the LEA will ensure that the facility working with children and youth is aware of an existing IEP. [Section 1423 (12)]

12. How will the program be coordinated with other Federal, State, and local programs? [Section 1423 (19)(10)]

Your answer may include information about the following:

- *Vocational and technical education programs,*
- *Workforce Investment Act of 1998,*
- *Juvenile Justice and Delinquency Act of 2002.*

13. As appropriate, describe how the LEA will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities. [Section 1423 (6)]

Your answer may include the following:

- *pre-natal health care and nutrition services,*
- *parenting and child development classes,*
- *child care,*
- *targeted reentry and outreach programs,*
- *referrals to community resources,*
- *scheduling flexibility.*

14. As appropriate, describe any of the partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students. [Section 1423 (7)]

15. Describe how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities. [Section 1423 (8)]

16. Describe how the LEA will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities. [Section 1423 (11)]

17. Give the contact information for the person responsible for the transition of students in and out of the program. [Section 1421(2) and Section 1425(3)]

Your answer must include the following:

If there are both an LEA transition person and a residential facility transition person, give the contact information for both.

- *name,*
- *address,*
- *phone,*
- *email*

18. Describe any activities conducted to facilitate the transition of children and youth from the correctional program to further education or employment. [Section 1421(2)]

19. 19. As appropriate, describe steps the LEA will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a regular public school program. [Section 1423 (13)]

20. Do 30% or more of the students leave the district upon release from the facility? [Section 1422(b)]

If no, check other to open textbox and

- *Describe the drop out prevention program operated by the LEA to insure that these students return to school and remain in school.*
- *Include the dollar amount in your explanation and in your budget.*
- *(The LEA must use a portion of the funding to operate this program. [Section 1422(b) and Section 1423(4)] The statute makes no requirement of a certain percentage or dollar amount.)*

Yes

Other (No)

21. What pre- and post- reading and math assessments are used? [Section 1431]

Your answer must include the following:

- *Explain how often assessments are administered to ensure that the most recent is considered as the post-assessment. (LEAs must implement an assessment program and report the assessment used.)*
- *Include the name of the assessment and briefly describe.*

22. Are all core content teachers and Title I teachers highly qualified? [Section 1119] If not, explain.

23. Describe the professional development opportunities made available to the educational staff. [Title IX, Section 9101(34) of ESEA – Definition of High Quality Professional Development]

24. Explain specifically how Part D funds are used.

Your answer must include the following:

- *How is this supplemental?*
- *If the funds are used for supplemental academic services, explain how you determine who receives the services.*

Title I Part A, (Neglected Programs)

1. List the name of the agency that the LEA has entered into contract with to provide educational services.

List the authorized representative of the agency.

List the licensing agency.

2. What was the date of the last annual consultation with the agency?

3. Did the consultation involve the following topics?

Check the items discussed.

- How assurance is made that educational programs in the facility are related to assisting students to meet high academic achievement standards.
- How the facility is staffed with teachers and other qualified staff who are trained to work with children and youth who have disabilities taking into consideration the unique needs of such children and youth.
- How the educational programs in the facility are coordinated with the student's home school, particularly with respect to students with an IEP under Part B of the Individuals with Disabilities Education Act (IDEA).
- How notification of the local school of the child or youth will be handled if the child or youth is identified while in the facility as being in need of special education and related services.
- How transition assistance is provided to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling.
- How technology is used to assist in coordinating educational programs between the facility, the home school, and the LEA program.

4. Does the written agreement contain the above six items?

If not, your answer must include the following:

- *Explain how assurance is made that the needs of the child or youth are addressed.*

5. Describe the educational program to be offered by the LEA. [Section 1423(1)]

Your answer must include the following:

Address

- *state academic achievement standards,*
- *required subjects,*
- *school credit accrual,*
- *grade promotion,*
- *graduation,*

- *and/or GED.*

6. Describe how the LEA will coordinate with the facility to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend. [Section 1423 (3)]

7. How is the program evaluated?

List the names and positions of the persons involved. [Section 1426]

Your answer must include the following:

Each program must be evaluated annually.

- *Did the program make progress in increasing the number of children*
 - *returning to school,*
 - *obtaining a secondary school diploma,*
 - *obtaining employment,*
 - *continuing education in an alternative setting, or higher education?*
- *Did the number of students dropping out of school decline?*

8. List the strengths and weaknesses of the program as determined at the evaluation completed in 2006-2007. [Section 1431]

Your answer must include the following:

- *List the strengths and weaknesses in order of priority with #1 as the first priority.*
- *An identified strength may also be a priority.*

9. Establish goals for the program. [Sections 1424 and Section 1431]

Your answer must include the following:

- *Goals must address academic achievement first,*
- *then other areas as identified.*

10. Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth to whom the LEA is providing educational services. [Section 1423 (3)]

11. How will the LEA coordinate existing educational programs to meet the unique educational needs of such children and youth? [Section 1423 (5)]

Your answer may include the following:

- *Title I,*
- *Special Education*

12. Describe how the LEA will ensure that the facility working with children and youth is aware of an existing IEP. [Section 1423 (12)]

13. Describe how the LEA will coordinate with existing social, health, and other services to meet the needs of students exiting the facility. [Section 1423 (6)]

Your answer may include the following:

- *pre-natal health care and nutrition services,*
- *parenting and child development classes,*
- *child care,*
- *targeted reentry and outreach programs,*
- *referrals to community resources,*
- *scheduling flexibility.*

14. How will the program be coordinated with other Federal, State, and local programs? [Section 1423 (9)(10)]

Your answer may include the following examples:

- *vocational and technical education programs,*
- *Workforce Investment Act of 1998, and*
- *the Juvenile Justice and Delinquency Act of 2002*

15. As appropriate, describe any of the partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students. [Section 1423 (7)]

16. Describe any activities conducted to facilitate the transition of children and youth from the facility to further education or employment. [Section 1421(2)]

17. Give the contact information for the person responsible for the transition of students in and out of the program. [Section 1421(2)]

Your answer may include the following:

If there are both an LEA transition person and a residential facility transition person, give the contact information for both

- *name,*
- *address, phone,*
- *email*

18. What pre- and post- reading and math assessments are used? [Section 1431

Your answer must include the following:

- *Explain how often assessments are administered to ensure that the most recent is considered as the post-assessment.*
- *LEAs must implement an assessment program and report the assessment used.*
- *Include the name of the assessment and briefly describe.*

19. Are all core content teachers and Title I teachers highly qualified? [Section 1119]

If not, explain

20. Describe the professional development opportunities made available to the educational staff. [Title IX, Section 9101(34) of ESEA – Definition of High Quality Professional Development]

21. Explain specifically how Part D funds are used.

Your answer must include the following:

- *How is this supplemental?*
- *If the funds are used for supplemental academic services, explain how you determine who receives the services.*

Title II Part A (Improving Teacher Quality)

1. If applicable, describe how funds will be used to reduce class sizes.

Your answer must include the following:

Describe the program

- *How many certified teacher(s) will be hired?*
- *For what grade(s)?*
- *List the class size(s) before and after the hiring of the class size reduction teacher(s).*
- *These funds must be used for the reduction of class sizes.*
- *They **CANNOT** be used for a reduction in the size of a class during times when a portion of the class is removed for special group instruction.*
- *These funds **CANNOT** be used to extend half-day to full day Kindergarten programs.*
- *Pull-out programs such as Reading Recovery **ARE NOT** considered class size reduction activities.*

2. Describe how the professional development activities indicated on the Goals and Measurable Objectives worksheet are based on a review of scientifically-based research and explain why the activities are expected to improve student academic achievement.

Please include:

- *Describe the theoretical or research foundation for the strategy/activity/ program.*
- *Is there evaluation-based evidence provided showing improvement in student achievement?*
- *Is there evidence of effective implementation of the program cited for other schools with similar demographics?*
- *How reliable is the strategy/activity/program for producing effective achievement results with students?*

3. Describe how the district will integrate funds under Title II, Part A, with funds received under Title II, Part D, that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning and technology literacy.

Refer to the completed Goals and Measurable Objectives worksheets in the Needs Assessment section to assist you with completing this question.

4. If applicable, describe the system that your district will develop to measure the impact of specific professional development programs that you conduct on your student academic achievement.

5. Which strategies are you using to ensure equitable distribution of highly qualified teachers in your district?

Your answer must include:

How are you ensuring that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers?

6. If either option, or both, are applicable to your grant request, describe the activities of each and explain how your district will develop and implement mechanisms and initiatives to:

Your answer must include the following information:

- *For recruiting highly qualified teachers, may include mid-career professionals, former military personnel, paraprofessionals, recent college graduates, etc;*
- *For retaining highly qualified teachers include information about developing and expanding merit-based performance systems that provide differential pay and bonuses for teachers who teach in specific schools and subject areas*

1) recruit highly qualified individuals to enter the teaching profession

2) retain highly qualified individuals

7. Districts are responsible for providing equitable services and benefits to eligible private school students, teachers and other educational staff.

Please indicate the private schools' level of involvement and participation in Title II A activities.

No private schools within the district,

Private school was consulted and chose not to participate, or
Other. Provide name of private school(s), and list of activities.

Title II Part D ((Enhancing Education Through Technology))

1. What professional development activities, as stated in the district technology plan, will be addressed as a part of this funding source?

Your answer must include the following:

- *Describe how the proposed activities are tied specifically to professional development and technology integration.*
- *For each activity include*
 - *description of the activity*
 - *Technology Plan Goal addressed by the activity*
 - *and page # of the District's Technology Plan where the activity is cited or referenced in your answer.*
- *This question may be answered with the action plan table from your district technology plan or in narrative form.*
- **Note:**
 - *Use of funds under Title II, Part D, should be supportive of the requirements of Title II, Part A – Preparing, Training, and Recruiting High Quality Teachers and Principals, specifically section 2123.*
 - *A minimum of 25% of the funds under Title II, Part D must be spent on professional development and this must be reflected in your budget.*

2. What other (non-professional development) educational technology activities, as stated in your District's Technology Plan, will be addressed as a part of this funding source?

Your answer must include the following:

- *For each activity include*
 - *description of activity*
 - *Technology Plan Goal addressed by the activity and*
 - *page # of the District's Technology Plan where the activity is cited or referenced in your answer.*
- *This question may be answered with the action plan table from your district technology plan or in narrative form.*

3. Districts are responsible for providing equitable services and benefits to eligible private school students, teachers and other educational staff.

Your answer must include the following:

Please indicate the private schools' level of involvement and participation in Title II D activities.

- No private schools within the district;
- Private school was consulted and chose not to participate; or
- Other. Provide name of school, their technology plan expiration date and a list of activities they will be participating in for this funding source.

Title III (LEP and Immigrant)

1.01.

- If your district is applying for a Title III sub-grant and implementing a Title III program, please read through the entire application before you begin to complete the application.
- If you will be forming a consortium:
 - One of the LEA members must agree to serve as the lead LEA of the consortium. The lead LEA (fiscal agent) shall be the sole grantee and shall administer the subgrant on behalf of all consortium member LEAs.
 - The fiscal agent, along with each of the consortium partners, shall decide on the manner in which services and products funded by Title III will be provided to eligible LEP students enrolled in each of the participating LEAs.
 - Title III funds assigned to consortia must be combined or "pooled" with one consortium plan for all consortium partners.
 - The fiscal agent is responsible for all fiscal transactions of the consortium (requisitions, purchases, payments, etc.) and for maintaining records of all financial transactions carried out on behalf of the consortium.
 - The fiscal agent is responsible for ensuring that consortium members fulfill their fiscal and programmatic responsibilities as sub-grantees under Title III.
 - Consortium partners must meet to discuss and develop a common plan that meets the requirements of Title III and other issues including the following:
 - Needs of partner districts for improving services for limited English proficient (LEP) students
 - Needs of partner districts relating to professional development to improve instruction for LEP students
 - Common plan to effectively and efficiently use Title III funds to meet the identified needs of the consortium partners

Required activities for individual and consortium Title III sub-grants:

- *Increase the English proficiency of limited English proficient children by providing high-quality language instruction educational programs that are based on scientifically based research.*
- *Provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is—*
 - *Designed to improve the instruction and assessment of limited English proficient children;*
 - *Designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for limited English proficient children;*
 - *Based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and*
 - *of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of teacher, the supervisor, the students of the teacher, and any LEA employing the teacher.*

1.02. Check the type(s) of program(s) to be implemented.

Check all that apply.

- 1) Developmental Bilingual
- 2) Transitional Bilingual
- 3) SDAIE
- 4) Structured Immersion
- 5) Sheltered English
- 6) Pull-out ESL
- 7) Heritage Language
- 8) Dual Language
- 9) Two way immersion
- 10) Content-based ESL
- 11) Other

1.03. Indicate the purpose of Title III, Part A program(s) and activities to be developed and implemented:

Check all that apply.

- New language instruction programs and academic content instruction programs;
- Locally designed activities to expand or enhance existing language instruction educational programs and academic content instruction programs;
- Implementing, within an individual school, schoolwide programs for restructuring, reforming and upgrading all relevant programs, activities and operations relating to language instruction, educational programs and academic content instruction;
- Implementing, within the entire LEA, district-wide programs for restructuring, reforming and upgrading all relevant programs, activities and operations relating to language instruction, educational programs and academic content instruction.

1.04. Describe the activities to be developed, implemented and administered for limited English proficient and / or immigrant students in the LEA, or eligible entity.

The program narrative must also include:

- *the grade levels served;*
- *the language(s) of instruction;*
- *rationale for the selection of program or activity;*
- *times per day/week;*
- *program duration;*
- *service provider(s) and their qualifications.*

1.05. Indicate and describe other authorized activities that the LEA will develop, implement and administer, as applicable.

An LEA may use the funds to achieve one of the purposes of the subgrant by undertaking one or more of the following activities (check all that apply) –

- 1) Upgrading program objectives and effective instruction strategies.
- 2) Improving the instruction program by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.
- 3) Providing – (A) tutorials and academic or vocational education; and (B) intensified instruction.
- 4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- 5) Improving the English proficiency and academic achievement of LEP children.
- 6) Providing community participation programs, family literacy services, and parent outreach and training activities for LEP children and their families – (A) to improve the English language skills of LEP children; and (B) to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.

- 7) Improving the instruction of LEP children by providing for – (A) acquiring or developing educational technology or instructional materials; (B) access to, and participation in, electronic networks for materials, training, and communication; and (C) incorporation of resources.
- 8) Carrying out other activities that are consistent with the purposes of this section.

1.06. Describe how the Title III program and activities are supplemental and reflect research-based instruction

2. Provide a description of the action(s) the LEA, or eligible entity, will take to ensure that the schools will be held accountable for:

- a) meeting the annual measurable achievement objectives for LEP students;
- b) making adequate yearly progress for LEP students, and;
- c) annually measuring the English proficiency of LEP students.

3. Describe how school administration, teachers and parents will be informed of the assessment, accountability and testing requirements for LEP students, ensuring that parents are informed in a language and format they understand if possible.

4. Describe how the LEA, or eligible entity, will promote parental and community participation in programs for LEP students (i.e., communication in the native language, scheduling flexibility, transportation, parent liaison, etc.).

5. Identify community participation programs, family literacy services or parent outreach and training activities for parents of participating LEP students.

6. Describe how language instruction educational programs carried out under Title III will ensure that LEP children being served by the programs described in this plan develop English proficiency.

7. Describe how the LEA, or eligible entity, will complete the requirements of Section 3302. Parental Notification. of the “No Child Left Behind Act of 2001, Title III: Language Instruction for Limited English Proficient and Immigrant Students.”

8.01.

- Indicate and describe the long-term, ongoing professional development program that will be provided for each of the target audiences and how the program is of sufficient intensity and duration.
- Describe how the planned activities are designed to enhance a teacher’s ability to understand and use curricula, assessments and implement instructional strategies for LEP students.

The professional development shall not include activities such as one-day or short-term workshops and conferences.

- 1) Instructional strategies for LEP students
- 2) Understanding and implementation of assessment of LEP students
- 3) Understanding and implementation of ELP standards and academic content standards for LEP students
- 4) Alignment of the curriculum in language instruction educational programs to ELP standards
- 5) Subject matter knowledge for teachers
- 6) Other (Explain)

8.02. Indicate target audience for professional development as described in 6.01

Check all that apply

- 1) LEP classroom teachers
- 2) Community-based organizational personnel
- 3) Classroom teachers
- 4) Principals
- 5) Administrators (other than principals)
- 6) School personnel/non-administrative

9. Indicate the activities that provide enhanced instructional opportunities for immigrant children and youth and describe each.

TO BE COMPLETED BY ELIGIBLE LEAS ONLY.

This may include:

- *family literacy, parent outreach, and training activities;*
- *support for personnel, such as teacher aides who have been trained, or are being trained, to provide services to immigrant children;*
- *provision of tutorials, mentoring and academic or career counseling; identification and acquisition of curricular materials, hardware and software to be used in the program;*
- *supplies and materials, costs of transportation, or other costs attributable to basic instructional services;*
- *other instructional services designed to assist immigrant children to succeed in schools in the United States (i.e., programs of introduction to the educational system and civics education);*
- *activities, coordinated with community-based organizations, institutions of higher education, private sector, or other entities with expertise in working with immigrants, to assist parents of immigrant children by offering comprehensive community services.*

- 1) Support for personnel, including teacher aides, to provide services for immigrant children and youth
- 2) Provision of tutorials, mentoring, and academic career counseling
- 3) Identification and acquisition of curricular materials, software, and technologies
- 4) Basic instructional services
- 5) Other instructional services, such as programs of introduction to the educational system and civics education
- 6) Activities coordinated with community based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive community services
- 7) Other authorized activities for the education of immigrant children and youth (Describe)

10.

- If you are applying as an LEA, list the **schools** and the **Title III Contact** and/or Superintendent.
- If you are applying as a consortium, list each **LEA**, their **schools**, and their **Title III contact** and/or Superintendent.

11. LEP Goals and Objectives will be addressed in the Needs Assessment Section of this grant.

The measurable objectives and activities need to address NCLB Goal #2

Title III (Needs Assessment)

1. List the members and positions of the Title III application planning committee.

Your answer must include the following:

The list should include representation from

- *administrators,*
- *special services staff,*
- *K-12 teachers (minimum of 1 teacher per grade span),*
- *parents, and*
- *community or board members.*

2. Describe the process the consortium used to annually review and revise its Title III application.

Your answer must include the following:

- *Detail how the application was evaluated,*
- *whether the goals and objectives were met,*
- *how the results of the comprehensive needs assessment were used, and*
- *what changes, if any, were made to the goals, objectives, or strategies.*

- *Indicate how the consolidated application committee was involved (at least one formal meeting is required).*

3. Describe how staff, parents, and community members were involved in the design of this Title III application.

Your answer must include the following:

- *How broad based input was gathered, beyond the involvement of the Title III committee*
 - *formal and informal meetings,*
 - *surveys,*
 - *e-mail,*
 - *telephone calls,*
 - *other.*
- *It is the consortium's responsibility to maintain documentation of involvement.*

4. Check which specific data sources were analyzed as part of the consortiums comprehensive needs assessment:

Student Achievement Data

- DakotaSTEP Standards Based Reports
- LEA (District) Assessments
- Classroom Assessments

Surveys (Please check which survey(s) was/were completed)

- Search "Attitudes and Behaviors" Survey
- American Drug Standard Survey
- SD Youth Risk Behavior Survey (general data)
- Staff
- Parents
- Community/Business
- Other (specify in narrative box at bottom)

Review of annual district and school report cards

- Assessment Reports
- Accountability Reports

Migrant Program Data

- Migrant Certificate of Eligibility
- Priority for Services Documentation
- Migrant Education Program Evaluation Report
- Migrant Education Program Allocation worksheet

- Migrant Summer Program Evaluation Report

LEP test of identification (LAS or IPT)

Annual test of Progress for English Acquisition (DELP)

North Central Review

Technology Audit

Safe and Drug Free Schools Data

- Alcohol, Tobacco, and other Drug Policy Violations
- Weapons/Violence Policy Violations

Staff Data (PFR, attendance, professional development)

Program Data (evaluation results of individual program: Title I, after school program, etc.)

Family and Community Data (participation and involvement, support, etc.)

Other (please explain)

5. Describe the process used to complete the consortium's comprehensive needs assessment.

Your answer must include the following:

- **WHEN** the comprehensive needs assessment was conducted,
- **WHO** was involved with the analysis of data,
- **HOW** the CNA was accomplished.
- Summarize the **RESULTS** of the CNA.

In looking at data about the drug and violence problems in schools and communities, does the data collected adequately assess "protective" and "risk" factors?

- *Risk factors include any data collected in regards to alcohol, tobacco, and other drug use, as well as, teen pregnancy rates, abusive relationships and any other violence data.*
- *Protective factors include data such as students coming from two parent homes, parental involvement, student involvement in extra-curricular activities, school attendance records, etc...*

6. List the consortium's strengths and weaknesses based on the results of the comprehensive needs assessment.

7. NCLB Performance Goal 2 -- All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Your answer must include the following:

Align the consortium's curriculum, technology, and professional development through a consortium improvement plan designed to enable all students to meet challenging South Dakota content and achievement standards.

- *Complete a Goals and Objectives Worksheet for each defined goal.*
- *Your goals and objectives must reflect your prioritized needs.*
- *Goals are broad statements at the consortium level.*
- *Objectives should reflect the needs of the consortium*
 - *as a whole, each grade span,*
 - *specific schools if warranted (school improvement, colony school),*
 - *individual student groups that did not make AYP or are at risk of doing so.*
- *Multiple strategies will be listed for each objective.*
- *Indicators must be identified for each strategy.*
- *Funding sources must be noted.*

Title IV (Safe and Drug Free)

1.01. Principle I - Needs Assessment

The needs assessment for Safe and Drug Free schools is addressed in the district's "Needs Assessment" section of this consolidated application (Questions 1-3).

Please go to next question.

1.02. As a result of the data collected through the sources listed earlier in the needs assessment, what were the identified needs?

Please include actual numbers of:

- *violations,*
- *incidents,*
- *survey results,*
- *etc.*

1.03. How do you plan to share the results of your needs assessment with the public?

Self-explanatory.

2. Principle II - Measurable Goals/Objectives

The measurable goals and objectives are address in the districts "Needs Assessment" section of this consolidated application (Question 7).

Please go to next question.

3. Principle III - Effective Programs

The programs, strategies and activities that will impact your listed goals and objective can be found in the Consolidate Application Narrative Questions 2008-2009

district's "Needs Assessment" section of this consolidated application (Question 7).

Please go to next question.

4. Principle IV - Evaluation & Feedback

Please answer questions 4.01-4.05

4.01. How will you evaluate your progress towards achieving your district's goals and objectives for Safe and Drug Free Schools, and how frequently will this evaluation occur?

Self-explanatory.

4.02. Please list successful components of your 2005-2006 plan.

This should include

- *goals/objectives that were met;*
- *programs that were implemented;*
- *training that occurred,*
- *Other.*

4.03. Has there been a measurable change in your student's attitudes or reported behaviors as indicated in your evaluation regarding drugs and violence as a result of any prevention/drug education program in your school?

Please explain using comparisons of:

- *survey data,*
- *incident reports,*
- *office referrals,*
- *other.*

4.04. Please list components of your plan that you were not able to accomplish this year. Indicate whether you plan to pursue those components next year.

This should include

- *goals/objectives that were not met;*
- *programs/strategies that you were unable to implement;*
- *other.*

4.05. Did you make use of your entire SDFSC allotment during the 2005-2006 year?

Yes

Other - If not, why not.

5. States and local recipients must have meaningful and ongoing consultation with, and input from, parents in the development of applications and administration of programs or activities. Provide a list of parents on the parent advisory board.

6. Districts are responsible for providing equitable services and benefits to eligible private school students, teachers and other educational staff.

Please indicate the private schools' level of involvement and participation in Title IV activities.

No private schools within the district,

Private school was consulted and chose not to participate, or

Other. Provide name of private school(s) and list of activities.

Title V (Innovative Programs)

1. Describe which of the 27 authorized activities the school will implement based on the goals and measurable objectives identified through the district's comprehensive needs assessment. The innovative assistance programs shall be: (A) tied to promoting challenging academic achievement standards; (B) used to improve student academic achievement; and (C) part of an overall education reform strategy.

- *Below is a list of the authorized activities.*
- *Checking the box of the activity(ies) will open a textbox with which to explain the activity(ies) implemented.*

1) Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with Title II, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local academic content standards and student academic achievement standards.

2) Technology activities related to the implementation of school-based reform efforts, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classrooms and the school library media centers involved.

3) Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student academic achievement, and that are part of an overall education reform program.

4) Promising education reform projects, including magnet schools.

5) Programs to improve the academic achievement of educationally disadvantaged elementary school and secondary school students, including activities to prevent students from dropping out of school.

- 6) Programs to improve the literacy skills of adults, especially the parents of children served by the local educational agency, including adult education and family literacy programs.
- 7) Programs to provide for the educational needs of gifted and talented children.
- 8) The planning, design, and initial implementation of charter schools as described in part B.
- 9) School improvement programs or activities under sections 1116 and 1117.
- 10) Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect and moral courage.
- 11) Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of personal financial management skills (including the basic principles involved with earning.
- 12) Activities to promote, implement or expand public school choice.
- 13) Programs to hire and support school nurses.
- 14) Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel.
- 15) Alternative educational programs for those students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative educational programs.
- 16) Programs to establish or enhance pre-kindergarten programs for children.
- 17) Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging state academic achievement standards or not completing secondary school.
- 18) Programs for cardiopulmonary resuscitation (CPR) training in schools.
- 19) Programs to establish smaller learning communities.
- 20) Activities that encourage and expand improvements throughout the area served by the local educational agency that are designed to advance student academic achievement.
- 21) Initiatives to generate, maintain, and strengthen parental and community involvement.
- 22) Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching.
- 23) Programs to provide same-gender schools and classrooms (consistent with applicable law).
- 24) Service learning activities.
- 25) School safety programs, including programs to implement the policy described in section 9507 and which may include payment of reasonable transportation costs and tuition costs for such students.

- 26) Programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning of academic content at the preschool, elementary, and secondary levels.
- 27) Supplemental educational services, as defined in section 1116(e).

2. If applicable, describe the authorized activity(ies) that will be provided by the LEA for the private accredited school(s)' students and teachers.

Below is a list of the authorized activities. Checking the box of the activity(ies) will open a textbox with which to explain the activity(ies) implemented.

- 1) Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with Title II, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local academic content standards and student academic achievement standards.
- 2) Technology activities related to the implementation of school-based reform efforts, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classrooms and the school library media centers involved.
- 3) Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student academic achievement, and that are part of an overall education reform program.
- 4) Promising education reform projects, including magnet schools.
- 5) Programs to improve the academic achievement of educationally disadvantaged elementary school and secondary school students, including activities to prevent students from dropping out of school.
- 6) Programs to improve the literacy skills of adults, especially the parents of children served by the local educational agency, including adult education and family literacy programs.
- 7) Programs to provide for the educational needs of gifted and talented children.
- 8) The planning, design, and initial implementation of charter schools as described in part B.
- 10) Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect and moral courage.
- 11) Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of personal financial management skills (including the basic principles involved with earning.
- 12) Activities to promote, implement or expand public school choice.

- 13) Programs to hire and support school nurses.
- 14) Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel.
- 15) Alternative educational programs for those students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative educational programs.
- 16) Programs to establish or enhance pre-kindergarten programs for children.
- 17) Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging state academic achievement standards or not completing secondary school.
- 18) Programs for cardiopulmonary resuscitation (CPR) training in schools.
- 19) Programs to establish smaller learning communities.
- 20) Activities that encourage and expand improvements throughout the area served by the local educational agency that are designed to advance student academic achievement.
- 21) Initiatives to generate, maintain, and strengthen parental and community involvement.
- 22) Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching.
- 23) Programs to provide same-gender schools and classrooms (consistent with applicable law).
- 24) Service learning activities.
- 25) School safety programs, including programs to implement the policy described in section 9507 and which may include payment of reasonable transportation costs and tuition costs for such students.
- 26) Programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning of academic content at the preschool, elementary, and secondary levels.

3. For those districts only which are initiating same-gender schools and classrooms, describe how the LEA will comply with the guidelines issued regarding same-gender schools and classrooms under section 5131 (c).

Section 5131 (c) states that the USDOE Secretary shall issue guidelines for local educational agencies seeking funding for same-gender schools and classrooms. For more information check the appendix of the guidelines for Title V-A or request assistance for the SD Department of Education at 605-773-4712.

REAP

1. Title I Part A: Basic

If applicable, briefly explain how you are supplementing your Title I, Part A program.

2.01. Title II Part A: Improving Teacher Quality - a. Professional Development Activities

If applicable, briefly explain how you will use funds to support your professional development program

2.02. Title II Part A: Improving Teacher Quality - b. Class Size Reduction (CSR) Activities

If applicable, explain how many certified CSR teacher(s) will be hired or continue to be employed? For what grade(s)? List the class size(s) before and after the hiring of the class size reduction teacher(s). These funds must be used for the reduction of class sizes. They cannot be used for a reduction in the size of a class during times when a portion of the class is removed for special group instruction. These funds cannot be used to extend half-day to full day Kindergarten programs. Pull-out programs such as Reading Recovery ARE NOT considered class size reduction activities.

2.03. Title II Part A: Improving Teacher Quality - Recruiting, hiring, and retaining Highly Qualified Teachers - If applicable, briefly explain your strategies and activities.

If applicable, briefly explain your strategies and activities.

3. Title II Part D: Educational Technology

If applicable, briefly explain how your program will improve student academic achievement through integration of technology with curricula and instruction.

4. Title III: LEP and Immigrant

If applicable, briefly explain how you will use funds to improve the education of LEP and Immigrant students.

5. Title IV Part A: Safe and Drug Free Schools

If applicable, briefly explain how you will use funds to support activities that prevent the illegal use of alcohol, tobacco, and drugs, or that prevent violence in and around schools.

6. Title IV Part B: 21st Century Community Learning Centers

If applicable, briefly explain how you will use funds to carry out before and after school activities, or summer recess activities that advance student academic achievement.

7. Title V Part A: Innovative Programs

If applicable, briefly explain how you will use funds to support one or more to the 27 Innovative Assistance Programs. Program activities must be tied to promoting challenging academic achievement standards; used to improve student academic achievement; and part of an overall education reform strategies.

- 1) Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with Title II, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local academic content standards and student academic achievement standards.
 - 2) Technology activities related to the implementation of school-based reform efforts, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classrooms and the school library media centers involved.
 - 3) Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student academic achievement, and that are part of an overall education reform program.
 - 4) Promising education reform projects, including magnet schools.
 - 5) Programs to improve the academic achievement of educationally disadvantaged elementary school and secondary school students, including activities to prevent students from dropping out of school.
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 - 7) Programs to provide for the educational needs of gifted and talented children.
 - 8) The planning, design, and initial implementation of charter schools as described in part B.
 - 9) School improvement programs or activities under sections 1116 and 1117.
 - 10) Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect and moral courage.
 - 11) Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of personal financial management skills (including the basic principles involved with earning.
 - 12) Activities to promote, implement or expand public school choice.
 - 13) Programs to hire and support school nurses.
 - 14) Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel.
 - 15) Alternative educational programs for those students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from
- Consolidate Application Narrative Questions 2008-2009

treatment or alternative educational programs.

16) Programs to establish or enhance pre-kindergarten programs for children.

17) Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging state academic achievement standards or not completing secondary school.

18) Programs for cardiopulmonary resuscitation (CPR) training in schools.

19) Programs to establish smaller learning communities.

20) Activities that encourage and expand improvements throughout the area served by the local educational agency that are designed to advance student academic achievement.

21) Initiatives to generate, maintain, and strengthen parental and community involvement.

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23) Programs to provide same-gender schools and classrooms (consistent with applicable law).

24) Service learning activities.

25) School safety programs, including programs to implement the policy described in section 9507 and which may include payment of reasonable transportation costs and tuition costs for such students.

26) Programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning of academic content at the preschool, elementary, and secondary levels.

27) Supplemental educational services, as defined in section 1116(e).

8. Districts are responsible for providing equitable services and benefits to eligible private school students, teachers and other educational staff.

Please indicate the private schools' level of involvement and participation in Title II A, Title II D, Title IV and/or Title V activities.

No private schools within the district,

Private school was consulted and chose not to participate, or

Other. Provide name of private school(s) and list of activities.